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Update

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National Library Service for the Blind and Physically Handicapped

The Library of Congress

"Reach Out" program provides home service

The Colorado regional library began a campaign in 1984 to recruit volunteers to perform a new service, using the theme "Reach Out and Hook Someone on Reading." Reach Out volunteers visit and assist patrons living in the Denver metropolitan area who have difficulty operating their talking-book and cassette-book machines. The volunteers also welcome new patrons and give them information about library services.

After the volunteers were recruited they attended an orientation where rehabilitation teachers talked about visual impairments and blindness in general and recommended methods for teaching patrons to operate their machines. Volunteers were shown how to operate the machines themselves and were then blindfolded and asked to practice working them. The library supervisor gave the volunteers general information about the library. The volunteer coordinator and other staff persons outlined procedures for carrying out the Reach Out service. Each volunteer was given a folder which contained brochures about the library, a sample application form, a welcoming letter with information about the service for new patrons, a brochure with objectives of the library staff, and brochures published by NLS.

When the program first began, Volunteer Coordinator Lois Cross went on several visits to patrons herself, as a way of experiencing some of the problems and satisfactions volunteers might encounter, so that she could better deal with them. The Reach Out service was designed to have volunteers visit patrons in teams of two for safety and support, but some volunteers preferred to work alone.

There are currently fifteen volunteers in the program, including three teams. They visit between eight and eighteen patrons per month. The reader advisors call new patrons to find out if they would like to have someone visit to assist them in learning to operate their talking-book and cassette-book machines and to give them information about the library program. About half of the patrons called want the Reach Out service. Machines and catalogs are mailed to them, and volunteers follow with a visit after patrons receive materials. The volunteer leaves a card with the patron to remind him/her to call the library if problems arise. Ms. Cross assigns volunteers to the patrons according to their geographic locations.

This is the only program at the library in which volunteers are able to work directly with blind and visually handicapped patrons. According to Ms. Cross, "there appears to be great satisfaction from the person-to-person contact."

Ms. Cross will be glad to share her experiences and provide any material she has to any library interested in setting up a similar program. She may be contacted at the Colorado State Library Services for the Blind and Physically Handicapped, 1313 Sherman Street, Denver, CO 80203.

Emma Salazar, Colorado regional library patron, learns to operate a cassette machine with the help of library volunteer Dave O'Brien.

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Every volunteer counts

From the braille transcriber in Hawaii to the retired senior volunteer inspecting returned books in Maine, to the narrator in Florida, to the person delivering machines in Los Angeles, to the Telephone Pioneer repairing machines in Seattle, thousands of individuals volunteered their time to provide many important library services to patrons last year, and each one made a difference.

Each year, NLS surveys the regional and subregional libraries in the network providing service to blind and physically handicapped readers. Questions about volunteer work were asked in the 1985 survey, which revealed that 123 regional and subregional libraries, or 78 percent of those in the network, reported that in 1985 they used volunteers to enhance the services they provided. The three activities involving the highest number of volunteers were book production, machine repair, and general library support.

More than 2,700 volunteers narrated, monitored, reviewed, and duplicated materials on tape, and more than 400 volunteers produced braille books for libraries. Through book production and direct reading to patrons, volunteers provided access to many materials not produced by NLS, including local books, magazines, manuals, and individual requests.

Eighty-four libraries reported that nearly 700 volunteers repaired cassette and disc players for patrons. Because machines are the key to using the talking book program, machine repair is always very important. In past years, however, it became crucial, since players were in short supply. The repair work done by these volunteers allowed many readers to continue to use the service who otherwise would have had a long wait for new players.

General library support improved the quality of service the libraries were able to offer. Materials were inspected, repaired, circulated, and shelved by nearly 900 volunteers nationwide. An additional 300 provided office assistance to keep paperwork for the service flowing. Many more activities met specific local needs. Machines were delivered to and from patrons, radio reading service and outreach to the community were provided, and patrons were transported to the library.

Volunteers everywhere helped network libraries meet their common goal: to provide quality library service to patrons. Each library, however, approaches this goal differently, taking into account local needs and constraints, and for many, volunteers play a very important role in tailoring the national program to the service area and to individual patrons.

Whether inspecting books or producing them, demonstrating machines or repairing them, each volunteer is part of a force which last year made many materials available in many different ways to braille and talking book users. Every volunteer counts.

Findings reported from *Update* survey

To determine the kinds of information readers would like to see appear in *Update*, a survey was published in the July–September 1985 issue. A total of 202 survey responses were received. These returns are informative because of the consistency of the responses and the detailed comments.

The survey had two questions with several sections. The first question dealt with the kinds of material found in *Update*. The replies indicated that the degree of emphasis on this information is adequate. In two of these sections, respondents wanted more emphasis. One hundred respondents wanted more information on textbook braille problems; nineteen wanted less. In the area of braille devices and technologies, 125 persons wanted more information; only nine wanted less.

The second question dealt with the kinds of material to be considered for future issues of *Update*. In this area, articles on other volunteer activities such as friendly visiting, in-person reading, tutoring, and shopping assistance led the list with ninety-four responses. Sixty-five respondents wanted material on administering a volunteer program.

The comments in the survey covered three major areas of interest: in order of priority, computer technology; information on changes in all braille codes and special problems in transcribing these codes; and guidelines for transcribing miscellaneous items such as menus, craft patterns, instructions for games and appliances, playing cards, and diagrams. The comments on computer technology covered all aspects of computer use and accessibility by blind persons and transcribers, including information on equipment, peripherals, terminals,

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hardware, software, and the computer production of braille. Based on the responses to the section on braille devices and technologies in the first question and the comments, there seems to be a strong interest in computer technology among *Update* readers. The findings from this survey will be used to select and prepare information for *Update*. Comments from *Update* readers are always welcome.

Blind children can read for the feel of it

Braille books for children sometimes provide more than just the experience of reading. Tactile illustrations can give blind children a sense of what it is like to "see a picture." Illustrations can also help them understand complicated visual concepts, such as perspective, and provide them with a sense of what some objects feel like that might not be readily accessible to touch, such as a church steeple. A number of volunteer organizations produce braille books for children with tactile illustrations. NLS has recently received information from two of these groups—Temple Gates of Zion and Seedlings.

Wires, pipe cleaners, and foil help illustrate I Like to Be Little *by Ann Mathews. The book is one of many produced by Temple Gates of Zion volunteers.*

Temple Gates of Zion

The Temple Gates of Zion, Valley Stream Jewish Center, Interfaith Workshop for Visually Handicapped, Valley Stream, New York, has produced braille books with tactile illustrations since 1964. The Interfaith Workshop originated as a Temple Gates of Zion sisterhood activity in 1960 with twenty-five volunteers taking the braille transcribing course. The workshop now has a membership of sixty volunteers and is still growing. In 1983, the organization won the Mayor's Award for Volunteer Services.

Members of the workshop illustrate a story with three-dimensional pictures created with fabric and various materials and bind them into a book with accompanying braille text. For example, a bear chasing a bird up a tree will be made so that the blind child can feel the fur of the bear, the feathers of the bird, and the bark and leaves on the tree. Evelyn Kawaler and Elsie Babbitt plan the illustrations and the volunteers work in assembly-line fashion once a week, producing from five to ten books in a project. They are currently working on five colorfully illustrated books about Bambi.

Their books go to the Jewish Braille Institute in New York City; the Industrial Home for the Blind in Hempstead, New York; the Board of Cooperative Educational Services in Nassau County, New York; and the San Francisco Public Library, Communications Center for the Disabled. The organization also makes raised-line coloring pages which blind and partially sighted children use for coloring. Children color within the outline and feel the shape of what they are coloring.

Seedlings

Another nonprofit organization devoted to publishing braille books for children is Seedlings, Braille Books for Children, in Detroit, Michigan. Debra Bonde, who created the organization, uses an Apple computer linked to a braille printer. One of the goals of Seedlings is to make braille books for children available at very low cost. Ms. Bonde hopes to transcribe into braille at least one new title each month. Among titles she has transcribed are *Sadako and the 1000 Paper Cranes*, *The Road to Freedom*, and *The Best Christmas Pageant Ever*. For information or a copy of the Seedlings catalog, write to: Seedlings, Braille Books for Children, 8447 Marygrove Drive, Detroit, MI 48221. The catalog is available in print or braille.

Braille student, instructor dialog

Quotation marks and italics

This series of articles is designed to help certified literary braillists explore the possibility of learning the textbook format code so that they can provide transcribing services for students and professionals.

Student: I recall that the BANA changes of 1980 were meant to simplify some of the rules in the literary braille code, but I still have some difficulty remembering when to use or drop the quotation marks and when to use or drop the braille italic sign.
Instructor: You are not alone. Questions on that set of alternatives come up frequently, and several transcription students trip over sentences testing their knowledge in this area. I refer especially to Exercise 14. I've pulled together several sections and will try to clarify the situation. Now that the new print manual has been distributed rather widely, I shall use its numbering system; when I say Section 14.1, I mean the first section in Lesson 14. I will also cite appropriate sections from *English Braille, American Edition, 1959*, along with some 1980 changes.

Student: Please clarify the meaning of the first sentence in Section 10h of the BANA changes: "A quoted or other extended passage..." as it relates to the rule in the second sentence: "...the italics should be used in braille." If it is a quoted passage and has quotation marks around it, do I keep the italics and drop the quotation marks?
Instructor: Section 10g in the code states that "the italics are unnecessary" when quoted passages have both quotation marks and italics, so drop the italics. This is stated earlier in the same rule, Section 10a(2), which discusses where italics "should be omitted."

Student: Is Section 2b contradicting this when it speaks of using italics when the quoted passage is in a different type or italics?
Instructor: No; Section 2 deals with quotation marks and when to use them. The meaning of Section 2b is use the *quotation marks* —double or single—when the print has them; when there are no quotation marks but the passage is clearly a quotation and is shown as such by use of italics or a different type, then use *braille italics*.

Student: What sections of the 1984 revision of the manual apply here?
Instructor: Please keep in mind that the 1984 revision does incorporate the 1980 BANA changes. Section 14.1 of the new manual states the instances where the italic sign is used. After giving the caution not to use the italics too frequently, the manual points out that "braille italics should be...used for purposes of emphasis or distinction, as in the following instances:"—and follows with a list of six items. The last item is the one about passages printed in italics or different type.

In the next paragraph—still under Section 14.1—the student is told when not to use the italic sign. The sixth item in the following list refers to quoted matter shown in quotation marks and italics.

Student: Right. Retain the quotation marks, drop the italics. What do I do if I am brailling a passage that is in different type, let us say—and of course I am using the braille italic sign—and I encounter an italicized title in the middle of the passage?
Instructor: Section 14.1b, which deals with the double italics sign, explains the problem and gives a solution in the second paragraph of this section. The second sentence reads in part: "...the italics should be terminated with the word preceding the change and then resumed with the word following it." The illustration of this rule is a good one:

She thought: *How intoxicating that applause is! The way I feel now, the part of Scarlett O'Hara in* **Gone with the Wind** *would not be beyond me.*

In the passage, the silent thought is in italics. The opening phrase "She thought:" is not italicized and the title of the book, in boldface in print, is not italicized in braille.

Student: In that example, not italicizing shows distinction.
Instructor: That is right.

Direct questions about this subject or other braille-transcribing matters to the Braille Development Section, National Library Service for the Blind and Physically Handicapped, Library of Congress, Washington, DC 20542.

Profiles

Charles H. "Pop" Struthers, a longtime volunteer at the regional library in Seattle, Washington, received one of the Governor's Outstanding Volunteer Awards of 1985. Mr. Struthers was one of 100 volunteers, selected statewide for the award, who were honored at a special awards ceremony in the House Legislative Chambers in Olympia, Washington, on April 29, followed by a reception at the executive mansion.

Mr. Struthers has logged 6,878 volunteer hours at the library since be began volunteering there in 1978. He narrates books on the Northwest and textbooks for the library's recording program.

Charles H. Struthers, longtime Washington regional library volunteer.

On April 24, 1985, a group of volunteer talking-book repair persons gathered at the **State Library of Ohio** in Columbus for its first Telephone Pioneer Recognition Day. The recognition day began with a workshop on machine repair techniques, a discussion of the latest equipment from NLS, and an exchange of ideas. The workshop was followed by a recognition luncheon honoring the Telephone Pioneers.

During the luncheon, Richard M. Cheski, state librarian, presented certificates of appreciation to Dick Berry of Columbus, Kilgour Chapter #3 of Cincinnati, John D. Burlie Chapter #89 of Columbus, Toledo Chapter Life Members, Telephone Pioneers of Springfield, and Telephone Pioneers of Dayton. Additional certificates were mailed to individual Telephone Pioneers and Chapters in Columbus, Cleveland, Marietta, and Akron. Approximately 4,250 talking-book machines and related equipment were repaired by these Telephone Pioneers last year.

Carol Kerr, former head of the Talking Book Program of the State Library, was also awarded a certificate in appreciation of her work with the program. Also attending the recognition day ceremonies were Carol Heideman, regional librarian at the Cincinnati regional library; and Jody Shank of Cincinnati, Loretta Turner of Toledo, Betty Payton and Jackie Jurgens of Springfield, talking-book program coordinators who work with local Pioneer groups.

Dorithy Freund, volunteer, narrates The Minnesota Volunteer, *the library's second recorded magazine, as staff member Cheryl Peterson monitors.*

The Minnesota Volunteer, a bimonthly magazine published by the Minnesota Department of Natural Resources, is now being recorded by the volunteer recording service of the **Minnesota regional library** in Faribault. The cassette version of the magazine is mailed to patrons from seven to ten days after the print copy arrives.

The Minnesota Volunteer is the second magazine published by the state to be available on cassette for blind and physically handicapped patrons. The volunteer recording service of the library also produces *Minnesota History*.

READEX FICHE best copy available

The **Telephone Pioneers of America, Chapter #61** of Columbia, South Carolina, was selected as one of the twenty-four individuals and groups to receive one of the 1985 Governor's Volunteer Awards. All the recipients were invited to be guests of honor at the awards ceremony on May 31, on the grounds of the governor's mansion.

Governor Richard W. Riley of South Carolina and his wife Ann presented the awards. Governor Riley cited the Telephone Pioneers for their service to the South Carolina Commission for the Blind and saluted all of the recipients for their outstanding volunteer service to the community. Last year, Chapter #61 repaired approximately one thousand talking book machines.

Governor Riley created the Governor's Volunteer Awards in 1983 to encourage citizens to volunteer time and talents to their communities. Awards are presented for various categories of volunteer service, such as Outstanding Community Volunteers, Outstanding Human Service Volunteers, Outstanding Volunteer Groups, Outstanding Youth Volunteers, and Outstanding Workplace Volunteers, to groups and individuals.

Audio Art

Sound transmission loss

This article is the third in a series on physical conditions in a narration environment that affect the quality of master recordings.

The previous *Audio Art* article discussed methods of increasing sound absorption in a narration environment such as a sound booth. A second way to achieve maximum acoustic clarity is to reduce the noise entering the environment from the outside. This article discusses that method, which is achieved by increasing sound transmission loss from the outside.

Sound transmission loss is the term used to describe the reduction in sound when it passes through a barrier, such as a wall, door, or window. Airborne sound strikes one side of a barrier, passes through, and is radiated as airborne sound by the surface of the other side. Transmission loss is the difference between the sound level on one side and the level radiated by the surface of the other side. When the transmission loss is increased, unwanted sound is kept from entering the narration environment.

It is more difficult to provide adequate protection against low frequency sound than against high frequency sound. For this reason, the most important characteristic to consider when selecting building materials for walls around a narration environment is the sound transmission loss of that material for a frequency of 125 Hertz. The materials most commonly used by volunteers and contractors when constructing a narration environment are plywood, gypsum board, and glass fiber. The materials most commonly used by commercial manufacturers in prefabricated acoustical enclosures are 16-gauge cold-rolled steel, gypsum board, and glass fiber. The following table gives transmission loss for some of the most common building materials:

Building Material	Sound Level Reductions in Decibels				
	125Hz	250Hz	500Hz	1000Hz	2000Hz
Plywood, 1/2"	17	20	23	23	23
Plywood, 3/4"	19	23	27	25	22
Sheet Metal, 16 gauge	18	22	28	31	35
Gypsum Board, 1/2"	18	22	26	29	27
Gypsum Board, 5/8"	19	22	25	28	22
Plate Glass, 1/4"	20	25	26	30	23

Transmission loss must be expressed with respect to specific frequencies if the full effectiveness of the barrier is to be known. For example, the same wall that provides 50 decibels of sound level reduction against a frequency of 1,000 Hertz may provide only 22 decibels of sound level reduction against a frequency of 125 Hertz.

The value of walls, doors, and windows with high transmission loss can be negated if noise is allowed to enter the environment as flanking transmission. Examples of flanking transmission are noise entering the environment through a crack beneath the door or window, through seams in walls and floors, and at corners. Where air enters the narration environment, noise can also enter.

Problems related to flanking transmission can be solved in many instances with tubes of caulking and a caulking gun. The narration environment should have a total acoustical seal against flanking transmission. Air should be able to enter or exit the narration environment *only* through the ventilation system.

The third factor of a good narration environment, providing ventilation without increasing the noise level, will be discussed in the next article in this series.

Update

Volunteers master new skills

During September, October, and November 1985, certificates of proficiency in braille transcribing were awarded to forty-six persons. Of these, forty-three certificates were awarded in literary braille transcribing, two in braille proofreading, and one in braille music transcribing.

BRAILLE TRANSCRIBERS

California
Elizabeth A. Shibata, Mill Valley

Florida
Lorraine Clark, St. Petersburg
Linda L. Holley, Holly Hill
Sally Z. Janowski, Port Richey
Kathryn B. Malter, South Daytona
Phyllis K. Mors, Daytona Beach
Elizabeth Mae Pinner, Holly Hill
Kay S. Roberts, Ormond Beach
Anna C. Rowan, Lake Worth
Robyn E. Seidel, Daytona Beach

Hawaii
Alice Fumiko Tokumaru Oda, Honolulu

Idaho
June Ferguson, White Bird

Illinois
Judith Thompson, Naperville

Indiana
Janet Sue Benter, Seymour

Massachusetts
Dianne Lanyi, Duxbury

Michigan
Sheri Beth Biederman, Farmington Hills
Linda Ilene Finch, East Lansing
Elizabeth D. McCord, Hazel Park
Alexandra J. Repella, Southfield

Minnesota
Katy Hauck, St. Paul
Tubby Lohmer, Stillwater

Missouri
Judith Dissen, Cape Girardeau

Nebraska
Don Bolin, Lincoln
Richard K. Marzullo, Lincoln

Nevada
Neal Freitas, Gardnerville
Joan M. Schwartz, Sparks

New Jersey
Belle Menkes Cohan, West Orange
Gordon Wilson Pratt, Ridgewood

New Mexico
Barbara Allen, Alamogordo
Mildred H. Simmons, La Luz

New York
Bernice I. Andrews, Schenectady
Ann L. Baleno, Rochester
Gloria J. Caruso, Tonawanda
Suzanne Hecht, Ithaca
Beth Anne Kafasis, Fairport
Florence A. Kerr, Rochester
Karen R. Sadowski, Spencerport
Barbara B. Walker, Canandaigua

Pennsylvania
Carol Henvis, Philadelphia
Marion Janet May, Pittsburgh

Tennessee
Douglas W. Smith, Nashville

Texas
Laurie R. Boniuk, Houston

Wisconsin
Marcella E. Finegan, Madison

PROOFREADERS
Pauline McDonagh, Bronx, New York
Tad Staples, Cedar Lake, Indiana

MUSIC TRANSCRIBER
Helen B. Jenkins, Swarthmore, Pennsylvania

NBA meetings

Monday, May 5–Wednesday, May 7, 1986–Regional Workshop, Radisson Plaza Hotel, Raleigh, North Carolina.

Tuesday, September 30–Wednesday, October 1, 1986–Regional Workshop, Marc Plaza Hotel, Milwaukee, Wisconsin.

Transcribers needed

NLS will again be producing handcopied braille books (BRAs) in fiscal year 1986. As in the past, this effort will be coordinated by Jane Bente of Essex Chapter, American Red Cross. Since NLS will produce a larger number of titles this year than last, Mrs. Bente will need the assistance of more transcribers. Certified literary transcribers wishing to offer their services should contact Mrs. Bente directly at the following address: Mrs. Jane Bente, Essex Chapter, American Red Cross, 106 Washington Street, East Orange, NJ 07019; (201) 676-1616.

Update

Milwaukee, Wisconsin

Volunteer Services benefits from luncheon

On April 13, 1985, the Zonta Club of Milwaukee held its annual benefit. The proceeds from this benefit were donated to Volunteer Services for the Visually Handicapped, a twenty-year-old organization which provides braille, recorded, and large-type materials for blind and visually handicapped persons. The Zonta Club, a service organization of executive and professional women, has contributed financial support to Volunteer Services for the past fifteen years. A number of the Zonta members are also volunteers.

This year, instead of the usual guest speaker, Volunteer Services created the "Read It Yourself" speech. Braille transcribers and proofreaders prepared twenty sentences with ten words in each. The sentences gave information about Volunteer Services' braille, recording, and large type activities, and recognized the part the Zonta Club has played in supporting the services. Each word was transcribed in Grade 1 braille on a three-by-five-inch card. The words for each sentence were put in an envelope along with braille alphabet cards and one envelope was placed on each table.

When it was time for the presentation, the audience was instructed to open the envelopes, translate the braille words, and put the sentences in order. Each card was numbered.

Jean Atkinson, founder and first coordinator of the Volunteer Services Center, ended the luncheon by giving a brief history of the organization's progress through the years and expressed appreciation and gratitude to the Zonta Club.

National Volunteer Week observed in April

It has been estimated that about 55 percent of the adult population in the United States volunteered during 1985. In the NLS network, volunteers provided services to blind and physically handicapped individuals. Many volunteers received special recognition from network libraries and volunteer organizations during 1985 National Volunteer Week.

In 1986, National Volunteer Week will be celebrated April 20–27. Volunteer coordinators are reminded that this occasion is an opportunity to pay tribute to the very special volunteers in our program for their contributions of time, talent, and service.

For information about National Volunteer Week, contact Volunteer: National Center for Citizen Involvement, 1111 North 19th Street, Arlington, VA 22209. Volunteer has available information kits, posters, brochures, and mementos such as pins, tote bags, mugs, buttons, placemats, and paperweights which may be ordered in quantities.

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National Braille Association

Volunteer organization gives expert service

Patricia Burns, 1985-87 NBA president

Bettye Krolick, NBA president-elect

Last year the "professional volunteers" of the National Braille Association (NBA) celebrated forty years of unpaid, dedicated, and expert service to blind and visually handicapped readers. Founded in New York City in 1945 primarily to extend the skills of volunteer braillists, NBA has grown to encompass provision of materials in braille, recorded, and large-print formats. It has expanded from a small group with a limited geographical base to a membership of more than 2,500 individuals in the United States, Canada, and overseas.

NBA is a national, nonprofit, volunteer organization that focuses directly on the individual member and the value of his/her skills and efforts. All members join as individuals; there are no local chapters or area units. An elected national board provides direction. Funding is provided through membership fees, grants, and gifts.

Most members are active in local volunteer organizations, and many have developed their skills to a high professional level. A stated goal is "to unite volunteers and professionals," and many professionals in the field belong to NBA, including several current and former NLS staff members.

Training

NLS and NBA have always had common interests, beginning with training courses and certification requirements for braillists to assure that volunteers are qualified for the service they perform.

NLS Director Frank Kurt Cylke says, "NBA and NLS have a good, long-standing relationship that's been of immense benefit to readers. We provide basic training for braillists, but NBA helps make them useful."

That usefulness is initiated by contact with all newly certified braillists. NLS shares lists with NBA, and publishes the braillists' names in *Update*. Advanced training for braillists and narrators is further promoted by a series of NBA conferences, meetings, and workshops throughout the country; manuals and guidelines; and through regular bulletins to members. Most important are committees in various skill areas, whose members work constantly to extend their own knowledge and to share their expertise.

To provide direct contact with members and promote opportunities for exchanging information, two membership meetings, two or three days in length, are held each year in different parts of the country. Participants are able to select workshops from up to thirty different topics. In 1986 these meetings will be held in Oregon and North Carolina, allowing attendance by members on both coasts. The first general meeting outside the United States was held in Toronto, Canada, in 1980.

Membership meetings are supplemented by Robert S. Bray Community Workshops (named for a former NLS director who was NBA president from 1963 to 1965). These workshops are held on request of members in areas where a regional meeting has not been held recently. Special funds are used to provide leaders for topics of particular concern. Last year more than 400 people attended workshops held in Ohio, New Jersey, Arizona, Wisconsin, and Michigan.

Quarterly bulletins provide another avenue for further training. Besides general information of interest to members, bulletins contain "skills columns" with precise instructions on how to handle situations in various disciplines: tape recording, tactile graphics, large type, and all types of braille—literary, music, mathematics and science, foreign language, textbook format, and computer production.

In addition to preparing these columns and leading workshops, committee chairmen and members spend many hours in personal contact with individuals by letter or telephone on specific questions or problems. They also share their expertise with other organizations,

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such as the Braille Authority of North America (BANA), and with NLS.

Interaction with NLS

NLS and NBA interact in many ways, most often in the development and dissemination of training materials, and also in direct services.

"It's been a very good relationship for many years, and I can only see it getting better," says Patricia Burns, NBA president.

Bettye Krolick, NBA president-elect, adds, "It's remarkable that a bureaucracy and a volunteer group work so well together. We're distinctly separate organizations; there's no formal link."

Several members of NBA are using, or have used, their expertise to work with NLS staff on manuals, publications, braille transcriptions, and various aspects of training.

- Barbara Tate, NBA chairman for literary braille, is currently working with NLS to help compile a second edition of *World Braille Usage*. She also served as consultant for the revision of the *Instruction Manual for Braille Transcribing, Third Edition,* which was published in 1984, and provided all the simulated braille used in the print text. Maxine Dorf, author of the revision, was head of NLS Braille Codes Section when she retired in 1983 and was NBA president from 1981–1983.
- Bettye Krolick is author of *A Dictionary of Braille Music Signs,* published by NLS in 1979. For several years Mrs. Krolick also wrote regular articles on the braille music code for the *Musical Mainstream,* a bimonthly NLS publication.
- Georgia Griffith, NBA chairman for music braille, proofreads music braille for NLS from her home in Ohio.
- Maxine Zerman, NBA chairman for mathematics and science braille, is helping NLS to evaluate mathematics braille exercises submitted by students.
- Sadi Crawford and Sophie Silfen, NBA members and Washington, D.C., area volunteers, proofread the instruction course *An Introduction to Braille Mathematics* before its publication in 1978.

In addition, NBA specialists wrote the two documents on tape recording, *NBA Handbook Recording Manual, Third Edition, 1979* and *Tape Recording Lessons, Second Edition, 1984,* that are considered the basic resources in this field. These publications are distributed free by NLS. Bill West, NLS audio book production specialist, is chairman of the NBA tape recording committee and was a member of the groups that developed both documents.

Other NBA publications purchased and distributed by NLS include guidelines on the administration of volunteer groups and a handbook for braille music transcribers.

NLS has recently ordered three copies each of 106 volunteer-produced titles from NBA to add to its special foreign-language collection. Masters for these books are stored in the Braille Book Bank, one of many services offered by NBA.

Services

Services offered by NBA have been developed through the years to meet specific needs. They serve a twofold purpose: (1) direct services to readers and (2) assistance to transcribers providing those services. These include:

Braille Book Bank. NBA maintains a depository of more than 900 handcopied braille masters, which are duplicated on request for blind and visually handicapped readers at minimum cost—below the price of materials. The collection is divided into three parts—textbook, music, and general-interest materials—and catalogs are available for each section. The largest part of the collection consists of textbooks for students of college age and older, including professional material for adults. This service began in 1963; by January 1984 more than 5 million braille pages had been duplicated.

Braille Textbook Assignment Service. Certified braillists who are experienced in textbook format transcription, foreign-language braille, and the Nemeth code fill requests for college textbooks and other technical material. Masters are added to the Book Bank and thermoform copies supplied to students.

Braille Technical Tables Bank. This collection contains more than 300 standard tables found in mathematics, statistics, science, and financial texts. This service also provides assistance to Nemeth code transcribers in structuring tables for transcription.

Reader-Transcriber Registry. Unites literary braillists with readers needing personal items for work, recreation, and daily living.

Most services are located in the NBA Braille Production Center, which is operated by many volunteers in addition to a small paid staff. The center is located at 1290 University Avenue, Rochester, NY 14607.

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Braille Book Chairman Lois Wolkin preparing materials for mailing at NBA national office

Computer-produced braille

NBA has taken a leadership role in the area of volunteer-produced computer braille. Last October NBA was the United States participant at the fifth International Workshop on Computerized Braille Production in Winterthur, Switzerland. Members using the new technology regard the computer as a natural—and an exciting—progression in development of tools to provide braille reading materials: from slate and stylus to Perkins brailler to computer.

Disc output, begun in 1984, is the most recent NBA service for transcribers. Members use their own computers to transcribe the braille text, proofreading and making corrections on the screen, and send the disc to NBA to emboss the braille pages. NBA can process discs from three different systems: Apple, IBM, and Commodore 64.

Because of this centralized embossing service, individual transcribers need to purchase only the computer, which can also be put to personal use. Storage of masters, which are in this case small flexible discs, takes much less space than storage of braille pages. And revisions to textbooks and other material can be made on the disc by deleting the old information and adding the changes, without rebrailling the entire text.

The service developed in a short time, but only after several years of preliminary investigation and experimentation. In 1982 an ad hoc committee was appointed to consider the potential for computer-produced braille and at the same time for automating office activities—and for funding these nonbudgeted items. In 1983 the first workshop on electronic braille took place, and gift funds provided the machines needed. By 1984 the office was automated, the service was in operation, and many transcribers were using computers to produce more materials more efficiently.

Future challenges

The computer disc service is the latest effort of NBA to find better ways to meet the challenge of providing reading materials for blind and visually handicapped people—using the technology of the eighties. It is one of a long list of efforts to deal with the unfilled needs of the times.

The service began because braillists found that something was needed beyond the literary braille code for dealing with textbooks. Procedures for other braille codes were addressed in the fifties and sixties. In the seventies, when the new technology was tape recording, NBA developed its manual for volunteers.

Currently NBA is reaching toward the future with a study on the best use of personal computers with the VersaBraille cassette-braille machine. Information from the discs can be transferred to the tapes that control the machine's tactile strip for reading braille.

Pat Burns says that there are some concerns for the future: grant money may be less, and more help may be needed from the membership. And she says wistfully that it would be good if NBA owned its headquarters. Now in rental space, NBA has moved more than once, and a few services are still operated from members' homes around the country.

Both she and Bettye Krolick are confident that NBA will meet whatever challenges there are, just as they have for the past forty years. They won't predict what these might be, but they are not about to put a limit on the possibilities.

Computer-assisted braille transcription

This article was submitted by Diann Smith, NBA Computer-Assisted Braille Committee Co-Specialist, CTEVH Computer-Assisted Braille

Diann Smith at work with her Apple computer

A quiet revolution is taking place in the world of braille transcription. Computer-assisted braille workshops at conferences are filled as transcribers witness the advantages of computer word processing as applied to braille. The braille itself is entered exactly as on a braillewriter, using six computer keys and the space bar, but the use of the computer makes the correction of errors almost effortless.

No longer is it necessary to rebraille pages because of an error and perhaps introduce new mistakes. Corrections, centering, brailling a title page only once and making slight changes for subsequent ones, tab settings for columned materials, the ability to move an entire column over without rebrailling: all these and more can be accomplished in seconds.

Once the transcriber becomes familiar with computer use (and there is usually a learning period of a few months) braille output increases greatly and far less fatigue results because of the easy touch of the computer keyboard.

Computer-apprehensive braillists often ask: "Does it matter at all to the reader whether I use slate and stylus, braillewriter, or computer?" The answer is that, indeed, there are advantages to the reader. No inadequate erasures appear, as the corrections are made on the disk before embossing. The braille is embossed on paper, rather than duplicated on plastic. Paper is almost always the preferred reading medium and is less costly. Currently, computer disk output services are keeping a similar price range for both in order not to penalize readers requesting books from older paper masters. But as more books are produced on disk and can be embossed on paper, overall costs should be reduced.

The paperless braille devices are becoming increasingly popular, and programs are being developed which will enable a computer disk master to be used to produce either a paper copy or output for machine use.

Disks require only a fraction of the storage space needed for paper masters. A backup copy of a master disk (usually containing one or two braille volumes) can be duplicated in minutes for less than $2 and stored elsewhere. This is an important advantage over paper masters. In August of 1983 a fire destroyed the entire library of masters at the Los Altos, California, braille project. Paper masters are highly vulnerable—a faulty sprinkler system could ruin a collection.

Another advantage of computer disk masters is for topical books which require frequent minor updating, such as civics texts. With the ease of computer correction, changes can be made without rebrailling totally.

The cost of a computer-braille system is not prohibitive. A very adequate system including the computer, monitor, and software can be had for well under $1000. All of the current software programs (for IBM-type, Apple, and Commodore personal computers) are most satisfactory. If a transcribing group or individual can use the computer for other purposes as well, the more expensive computers may be preferable. Embossers which work from computer disks are about $3,500; however, disks may be sent to any of several output centers for embossing.

The use of the computer for the transcription of braille provides many advantages: individual transcribers increase their output with far less effort; for groups, large storage areas are no longer needed for masters, and back-up copies provide insurance; braille readers benefit from paper copies with no erasures. Small wonder so many are enthusiastic about braille's leap into the technology of the twentieth century.

Watch your language!

Some organizations use the term "reader" to indicate the person whose voice is heard on a recording. For many years, NLS and its contractors have used the word "narrator" instead, to avoid possible confusion.

The person who *uses* a book is often referred to as the "reader." People read print books, people read braille books, people read recorded books. If we call the person who records the book "the reader," we then have the reader reading to the reader. There is no ambiguity if we speak of the "narrator" and the "reader." Do you read me?

Update

Test transcriptions

Please be careful

Before submitting the test manuscript for Library of Congress certification, the student should be familiar with the braille format requirements for the test transcription. These requirements are spelled out in Lesson 19 of *Instruction Manual for Braille Transcribing.* Format is also discussed and tested in Lesson 18 of the 1984 edition and Lesson 17 of the 1971 edition.

Grading is done according to these requirements. If the student is using a braille-transcription text other than the above-mentioned manual, she, he, or the braille-class teacher should obtain a copy of *Instruction Manual for Braille Transcribing* before brailling the test manuscript. Direct the request to the Braille Development Section, National Library Service for the Blind and Physically Handicapped, Library of Congress, Washington, DC 20542.

The student should review the format in addition to reviewing the use of braille contractions as well as punctuation and composition signs dealt with in any braille-transcribing text. All texts also emphasize the importance of careful brailling and good proofreading.

Braille drills supplement available

Drills Reproduced in Braille, the pamphlet to accompany *Instruction Manual for Braille Transcribing, Third Edition, 1984,* is now in stock at NLS. Many orders received from individuals and from teachers of local braille classes have been filled already. The supplement will be automatically sent with all future orders for the manual received by the Braille Development Section (BDS) at NLS.

Drills Reproduced in Braille, edited by Richard H. Evensen, head, Braille Development Section, is a valuable learning aid for those taking the transcribing course or the proofreading course. Each drill, usually covering a portion of a lesson, contains words, phrases, or sentences properly contracted and punctuated. The student writes out the sentences in braille as shown in the instruction manual, and then compares them with corresponding drill sentences in the supplement. The supplement is brailled on one side of the page to facilitate visual reading.

Two errors in the manual, detected during preparation of the master for the drills supplement, have been allowed in the supplement. In Drill 12, sentence 7, Joseph Stilwell's name is incorrectly spelled. There should be only one "l" in the first syllable of the last name of this famous general of World War II. Since the manual has two "l's," the braille student might be confused if the correct spelling was shown in the supplement only.

For the same reason, the error from the manual is repeated in sentence 3 of Drill 21. The abbreviation "Ph.D" should have a period after the last letter, but does not.

Two errors were discovered after the new supplement was brailled. The first is a sentence omitted from Drill 26 (which is part of Lesson 13 on numbers). Sentence 11 reads: The recipe calls for 2-½-3 cups of sugar. The number in this sentence is brailled: 2 hyphen 1 slash 2 hyphen number sign 3.

The other error arises from a change in contracting between the two editions of the manual. The correct brailling of "musty" in sentence 41 of Drill 20 is (must)y, i.e., the short-form for "must" plus "y." This came to our attention after several questions and a few conversations with the authors of the third edition.

There are minor changes in drills here and there, and also some changes in the proofreading exercise at the end. There are several "original" versions of the Gettysburg Address. The source of the one chosen is shown and some new deliberate errors have been introduced.

Although the BDS staff, who prepared and proofread the master, and the American Printing House, who prepared finished copies, have checked the material very, very carefully and hope for "perfection" (with the above-mentioned exceptions), we issue the challenge: Can you find an error that we missed?

This pamphlet is for the third edition only; there are no more copies of the supplement accompanying the 1971 edition of the manual. Individuals studying alone who have not received a copy, or teachers needing additional copies, should request them in writing from the Braille Development Section, National Library Service for the Blind and Physically Handicapped, Library of Congress, Washington, DC 20542.

Update

Volunteers master new skills

During December, January, and February, 1985–1986, certificates of proficiency in braille transcribing were awarded to thirty-six persons. Of these, thirty-three certificates were awarded in literary braille transcribing, two in braille proofreading, and one in braille music transcribing.

BRAILLE TRANSCRIBERS

Arkansas
David Boze, Wrightsville
D. J. Ellis, Wrightsville

California
Helen Colvett, Petaluma
Dixie L. Johnston, Rancho Cordova
Renee Marie Schmidt, Santa Clara
Helen Stanger, Petaluma
Theresa Jean Yeomans, Napa

Colorado
Elizabeth Lynn Sweetkind, Boulder

Connecticut
Barbara G. Bernstein, Westport

Florida
Joan H. Brenner, Seminole
Louise Ciufolo LaBowe, St. Petersburg
Kathryn Sherman, Daytona Beach

Hawaii
Gail K. Kashiwabara, Kaneohe

Georgia
Georgia M. Rummage, Griffin

Kansas
Martha P. Houston, Wichita

Maryland
Eileen R. Ryss, Adelphi

Michigan
Rosalyn Kraus, Oak Park

Minnesota
Carolyn Wagtskjold, Brooklyn Center
Eileen Klein, Parkers Prairie

Missouri
Frances M. Worden, Independence

Nebraska
Henry Charles Dixon, Lincoln
Nick Honeycutt, Lincoln

New York
Sister Paul Marie Dougherty, Rochester
Rita Frisicaro, Cheektowaga
Lois Beth McGuffin, Clinton
Ida Norvick, Beechhurst
Gertrude Steinberg, Flushing

Ohio
Elizabeth Holt, Cincinnati

Pennsylvania
Myrtle E. Pickard, Beaver

South Dakota
Dennis J. Mueller, Sioux Falls

Texas
Martha M. Lowe, Dallas
Barbara Paape Smith, Houston

Wyoming
Wilma Curtis, Cheyenne

MUSIC TRANSCRIBER
Marie Michael, Waterloo, Ontario, CANADA

PROOFREADERS
Agnes Allen, Philadelphia, Pennsylvania
Irene Hewett, Clearwater, Florida

Information being gathered for volunteer directory

A new edition of *Volunteers Who Produce Books* is scheduled for distribution in 1986. Surveys have been sent to update the contents, and by now transcribing and recording groups and others listed should have received a questionnaire asking about the services they provide.

Prompt response to the questionnaire will help NLS produce an accurate, comprehensive directory and assist us in meeting our distribution deadline.

If your group, or one you know of, did not receive a questionnaire, or if you have any questions or concerns, please contact Freddie Peaco, National Library Service for the Blind and Physically Handicapped, Library of Congress, Washington, DC 20542. You may also call 800-424-8567 to leave your name and number, and she will return your call.

Audio art

Ventilation systems

This article is the fourth in a series on physical conditions in a narration environment that affect the quality of master recordings.

Good ventilation is important in a narration environment because it affects the sound quality of the recording and the comfort of the production staff. Human comfort is essential for the staff to put forth its best effort. Ventilation systems that are effective, efficient, and quiet enhance the quality of recorded books.

"Effective" means that the system can achieve and maintain a temperature that is comfortable for the narrator regardless of temperature factors inside and outside the narration environment. "Efficient" means that the system can be installed and maintained at a reasonable cost and with minimum problems. "Quiet" means that the level of noise introduced into the narration environment by the system is below the threshold of normal hearing. It also means the system cannot introduce a level of noise that would disturb the monitor, reviewer, or other personnel in the production area.

Three basic methods are used for ventilation systems. One is an air exchange system. This method pulls air from the host environment, moves it through the narration environment, then exhausts it back into the host environment. A second method is to directly connect the air supply and return to an air-conditioning system outside the narration environment. The third method is a combination of the first two. Air is supplied from an air-conditioning system, moved through the narration environment, then exhausted into the host environment instead of directly returning to the air-conditioning system.

All forced-air ventilation systems generate some noise, due to the mechanics involved. It is necessary to move sufficient quantities of air through a narration environment to prevent heat buildup and thus maintain a good level of comfort for the narrator. When such quantities of air are moved, some noise is introduced into the narration environment. Since noise will always be present in a functioning ventilation system, the question becomes what level is permissible? The noise level is too high when it is audible to a person with normal hearing who is seated in the narrator's position. Ventilation noise that is not audible to normal hearing should pose no problems to the recording process.

The two most common types of noise generated by ventilation systems are air turbulence and fan blade noise. Silencers, which are the devices most widely used to control these ventilation system noises, are commercially available from several manufacturers, or they can be fabricated locally by a competent air-conditioning contractor. For air-conditioning systems which have very high levels of air turbulence noise in the ducts, the correct use of glass fiber duct liner can provide a quick, simple, and economical solution to the noise problem.

Telephone Pioneers coordinate circus project

"Let's go to the circus." That's what Telephone Pioneers around the country say when Ringling Brothers and Barnum and Bailey Circus comes to town.

Since 1972 Ringling Brothers has produced braille copies of its *Program of Displays* for blind children of all ages. The programs give background information on the performers and staff. They also list events taking place in the rings, using lively and colorful circus language such as "ponderous pachyderms," "montage of mirth makers," and "convocation of clever creatures."

Circus managers for each city work with Telephone Pioneer chapters to arrange for special trips to the circus for blind persons. Each blind person is given a braille program provided by the circus and the Telephone Pioneers supply them with receivers and headsets. Using a transmitter, a professional narrator gives a detailed description of the events being performed. The narrator, usually a local radio announcer, will attend a show in advance to become familiar with the performances and the circus language.

In 1985 Ringling Brothers and Barnum and Bailey Circus celebrated the 100th anniversary of its first performance. The National Library Service for the Blind and Physically Handicapped has received some braille copies of the centennial souvenir program. Single copies may be obtained free from NLS, as long as the supply lasts. Contact Freddie Peaco, Consumer Relations Section, National Library Service for the Blind and Physically Handicapped, Library of Congress, Washington, DC 20542 to request programs.

Update

Profiles

On November 22, 1985, the **Broward Center for the Blind, Division of Blind Services** in Fort Lauderdale, Florida, awarded a special certificate of appreciation to Mrs. Helen M. Friedman for outstanding volunteer service. Mrs. Friedman is chairperson of the Temple Beth El Sisterhood Braille Group in Boca Raton. She is also the braille instructor for the group.

The certificate was presented at a luncheon hosted by the center to honor all individuals who volunteer there. Mrs. Friedman was commended for her contributions as a transcriber and as a braille instructor.

One hundred twenty-one volunteers, special friends, and staff members attended the annual Volunteer Recognition Program at the Richmond regional library in December. The **Virginia State Library for the Visually and the Physically Handicapped** and the Instructional Materials Resource Center hosted the event jointly.

Following a potluck luncheon, six volunteers received special achievement awards presented on behalf of Lynda J. Robb, wife of former Virginia Governor Charles S. Robb. Mrs. Robb was 1985 honorary chairman of the Volunteer Virginia committee. The honorees were: Mona Lipps, William Dutcher, Luther Warehime, Mike Coleman, The Pioneer Machine Repair Group, and Robert Young (posthumously).

"The Stacks," a contemporary jazz duo composed of library staff members Charles Perry and Bryan Henderson performed for the volunteers. The festivities were enlivened by library volunteer narrator Jackie Margoles's surprise presentation of a generous donation from The Greek Ladies Philoptochos Society of Saints Constantine and Helen Greek Orthodox Church, Richmond, Virginia. This contribution will be used for the purchase of recording equipment and supplies, in an effort to expand the library's present recording program and to improve the quality of service to patrons.

NBA meetings

Monday, May 5–Wednesday, May 7, 1986: Regional Workshops, Radisson Plaza Hotel, Raleigh, North Carolina.

Tuesday, September 30–Wednesday, October 1, 1986: Regional Workshops, Marc Plaza Hotel, Milwaukee, Wisconsin.

Tuesday, May 5–Thursday, May 7, 1987: National Conference, Holidome, Rochester, New York.

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Update

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NLS considers computer manuscripts

Will NLS accept computer-assisted manuscripts when certifying braille transcribers for the Library of Congress?

Because this question has often been asked, the NLS Braille Development Section (BDS) has reviewed the situation thoroughly. On May 1, it began certifying braille transcribers who submitted computer-assisted manuscripts, using these criteria:

1. Acceptance on a trial basis. Computer-assisted transcriptions (CT) will be accepted for one year, ending April 30, 1987.

2. On the certificate for satisfactory completion, on the line where the date is typed, the abbreviation CT appears (after the date).

3. Braille Development Section keeps a record of persons attempting CT, both those who pass and those who fail. These records will help in the evaluation before the end of the trial period.

4. The test transcription of each applicant using CT must be accompanied by a statement from the braille teacher (a certified braillist) that the student has completed the literary braille course satisfactorily and is well versed in the braille code. If the student has studied by correspondence with BDS, BDS will so certify. If the student does not have a braille teacher, then the statement must be made and signed by a certified braillist who knows the student's work.

5. On the application the student must state what computer and computer-assisted braille software were used. No braille translation system will be accepted.

6. In preparing a CT, the student must follow all rules laid down in the official text, *Instruction Manual for Braille Transcribing*, including use of hyphenation to divide words at the ends of lines, full use of the braille line, and all format requirements.

7. For those who wish to use a personal computer for lessons in the literary braille course, BDS will accept CT for the three lessons immediately preceding the test transcription, i.e., lessons sixteen, seventeen, and eighteen. At this time, BDS will not accept CT for earlier lessons. It is our belief that the beginning student must have experience with actual braille production, which appears difficult, if not impossible with a computer. BDS cannot control how local braille teachers treat this matter, but suggests that the above is a safer procedure to assure a good understanding of braille and the braille code.

8. It is not clear at this time how this matter will be handled for the music braille and mathematics braille courses; recommendations will be made as soon as feasible.

Students enrolled in the literary braille course who have questions on this matter should contact the Head, Braille Development Section, National Library Service for the Blind and Physically Handicapped, Library of Congress, Washington, DC 20542.

Arizona holds workshop on narration techniques

Bob Askey, who has narrated many (more than 170) books in the NLS collection, and Edd Perkins, general manager of the Talking Books Publishing Company, were featured this year at an audio book production workshop held at the Arizona regional library.

At the January 22 session, they discussed their experiences and the techniques they use in producing recorded materials for the NLS program. Mr. Perkins talked about his background in broadcasting, his work as a narrator, and the growth and development of the Talking Books Publishing Company. Mr. Askey outlined the similarities of his work as a professional narrator with those of the volunteer and demonstrated his skills by flawlessly reading some unfamiliar material while holding it upside down.

Seventy-three volunteers attended the narration, reviewing, and monitoring sessions.

LC 19.13/2:

Audio Art

Field tests for narration environments

This is the final installment in the series of articles on narration environments.

A number of field tests can be made to measure objectively how much background noise is present in the narration environment and how much protection is afforded against outside noise.

The following table shows the minimum outside-to-inside noise level reduction that should be achieved, whether the narration environment is a commercially prefabricated acoustical enclosure or an existing room.

Octave Band Center Frequency in Hertz (Hz)	Outside-to-Inside Noise Level Reduction in Decibels
125 Hz	20
250 Hz	28
500 Hz	36
1,000 Hz	44
2,000 Hz	52
4,000 Hz	52

The background ambient noise level inside the narration environment should not exceed 25 dBA, with the ventilation system functioning. An acoustical seal should also be present at all corners, along all seams, around the jack panel, and along the entire perimeter of the door line when the door is closed.

What follows is a series of test procedures for measuring the effective noise reduction of sound isolation enclosures. The acronym ANSI refers to the American National Standards Institute. The term "survey zone" defines the spherical zone encompassing the microphone and the narrator's head.

Agencies which record print material for use by blind and physically handicapped persons should use sound isolation enclosures to make sure the recording is free of annoying background noise. Such enclosures, whether commercially fabricated or constructed locally, should be tested using the following procedures to ensure that the enclosure does its job.

Equipment required for performance tests.
1. A sound level meter that meets all requirements for an ANSI class 1 sound level meter.
2. An octave band filter set that meets all requirements for an ANSI class 2 octave band filter set.
3. Pink noise sound source consisting of a generator, an amplifier, and a speaker.

Outside-to-inside sound level reduction test. This test is conducted by flooding the host environment with high sound pressure levels of different frequencies. The sound source must be a pink noise generator. The sound pressure level striking the exterior surface of the enclosure must be at least 90 decibels, or greater.

The test frequencies are the preferred octave band center frequencies of 125, 250, 500, 1,000, 2,000 and 4,000 Hz.

Two sound pressure level measurements are made for each test frequency, the first with the microphone at a distance of 1/16 inch from the exterior surface of the enclosure, the second at the geometric center of the survey zone inside the enclosure. A written record is made indicating all exterior and interior sound levels.

Interior ambient noise level test. This test is performed with the ventilation system functioning. An A-weighted reading is taken with the sound level meter microphone positioned in the geometric center of the survey zone. The sound level meter is monitored for three minutes, then the greatest A-weighted reading is recorded.

Rapid air compression/escape (RACE) test. This test determines enclosure acoustical seal completeness. Acoustical seal deficiencies occur at corner caps and around the jack panel and can be entry paths for airborne sound into the enclosure. The procedure requires rapid compression of air inside the enclosure, which is achieved by firm, rapid closure of the door from an open position. Compression is relieved as air escapes through the ventilation system and through any other path not acoustically sealed.

Puffs of air can be detected by placing the hands at points where the air will escape if the acoustical seal is incomplete. These points are along seams formed by acoustical panels and panel-joiners, at corner caps, and around the jack panel. Two persons are required to conduct a thorough RACE test procedure, one to open and close the door while the other checks for air leaks. The procedure must be done twice at each point.

These field tests for background noise, combined with the information in the four preceding articles in this series, should provide a basis for establishing and maintaining high quality narration environments for your volunteers.

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Washington, DC 20542
All correspondence should be addressed to the attention of Publications and Media Section

The mystery disappears for Joann Woods (seated) as she learns to repair a cassette book machine at the Braille Institute of America workshop. She is instructed by Leonard Grajek, a Telephone Pioneer conducting the session. Other Telephone Pioneers and volunteer workshop participants pick up a few pointers as they watch.

Making it work for blind readers

Joann Woods has never been much of a "handyman" around the house. But at the annual Braille Institute Library Technical Workshop she discovered she could repair a cassette book machine with the best of them.

The day-long workshop, held at the Braille Institute of America (BIA) in Los Angeles, March 27, was a chance for neophytes with a screwdriver, such as Joann, to meet experts in electronic repair and learn from them. It was also a chance for repair people to meet others who are doing the same kind of work for blind readers in their areas.

The workshops, coordinated by David Whittall, library technical coordinator, brought together Braille Institute volunteers, Telephone Pioneers, and librarians from all of the ten counties served by BIA, the NLS regional library for Southern California. In addition to the volunteers who work on site at BIA, Telephone Pioneers also go to the homes of blind patrons who are unable to bring their machines to Braille Institute for repair. The librarians who attended the workshop are professionals who have talking-book depositories at their branches and have found a need to familiarize themselves with the machines – and with other Braille Institute Library services – to better serve their readers.

The workshops featured demonstrations of new equipment such as the easy cassette machine and the new lightweight headphones. Also, staff members described some of the many services Braille Institute offers.

Goals for the coming year include making the new equipment available to more readers and getting repair services to shut-ins throughout the Braille Institute service area, according to Mr. Whittall. "Educating volunteers, Telephone Pioneers, and librarians on how to repair talking-book machines will enable readers to keep their machines in perfect working order," he said.

Braille student, instructor dialog

Further considerations on the braille italics

Editor's Note: Direct questions about this subject or other braille-transcribing matters to the Braille Development Section, National Library Service for the Blind and Physically Handicapped, Library of Congress, Washington, DC 20542.

Student: After our discussion on the braille italic sign and quotation marks, an unusual situation occurred to me. Silent thought is shown by the use of braille italics rather than quotation marks. What if the silent thought included a piece of remembered conversation?
Instructor: The wording in the official code—which all certified transcribers should refer to—gives the answer. In Section 10a(1)(b) of *English Braille, American Edition, 1959*, is a listing of the proper use of the braille italics to show distinction. The last item reads, "the difference between silent thought and conversation."

Student: So I use italics for the silent thought and quotation marks for the recalled conversation.
Instructor: One further point, though. Do not end the italics in this instance, since the conversation is part of the silent thought. If the italics were ended before the conversation and resumed afterward, it would mean that the conversation was spoken out and not just part of thought.

In the third edition of *Instruction Manual for Braille Transcribing*, this usage, in slightly different language, is the fifth item in the list following the second paragraph of Section 14.1 in the manual.

Student: As I recall, the capital sign and the italic sign have different effects on the grouping of words. Would you explain some of them?
Instructor: Yes. The single italic takes in the whole compound expression. Thus, for "out-of-the-way" there would be one italic sign, placed before the contraction for "out." If this were a capitalized phrase, the capital sign would be placed before each of the four words.

Student: The exception, I believe, is if the phrase is fully capitalized. The double capital sign would be placed only before the "out."
Instructor: That is correct. You will find this usage of the italic sign in Section 10a of the code and in Section 14.1a of the manual. They also point out that the single italic is not repeated after an apostrophe as in "l'orange," nor after the period in "a.m." With the capital sign one would have to place a single capital sign before each letter in "A.M."

Student: That certainly makes the point that the rules for the italic sign are different from the rules for the capital sign—at least in some instances. Is there any other difference?
Instructor: Yes, there is another one worth bringing up at this point. You will remember that in our earlier discussion we talked about using italics for extended passages, in print shown in italics or different type. One of these methods in printing is *small* capital letters, often used for names or headings. In a later paragraph of Section 14.1a of the manual, the braille italics show that a distinctive type is being used. The double capital sign is not used. Normal capitalization is used instead.

Student: That seems clear; but before leaving this subject of italics, I have a question related to nonuse of the italic sign. It is in the second list under Section 14.1—the second item: "where word endings or other portions of words that are printed in italics or boldface are shown standing alone or are preceded or followed by the hyphen."
Instructor: And this is also covered in the code in Section 10a(2)(b), in the next to last item in the list. The italic sign can be omitted because the word portion may be enclosed in quotation marks, be preceded by a letter sign (depending on the letters of the word portion), or it can stand alone and still be clear as to meaning. The example of this is in Drill 27, sentence 10. In the print copy, the letters "ed" are italicized. The italic sign is not used in braille and "ed" is uncontracted because it is a portion of a word standing alone.

Student: When we studied Lesson 14 and submitted the exercise, some people in the class had trouble with sentence 13, which includes "go-ing," "fish-ing," and "work-ing." We dropped the italic sign, but some people did not contract the "ing."
Instructor: A common problem. They were seeing it as a portion of a word, which it is, but the portion spoken of in the lesson is one standing alone absolutely or with a hyphen before or after, as with a suffix or prefix. The "ing" contraction is used in sentence 13 because these are syllabified words. This matter is covered in an earlier lesson, Section 12.3b. The word ending is preceded by a hyphen, but it is also still connected to the base word.

Update

Volunteers master new skills

During March, April, and May 1986, certificates of proficiency in braille transcribing were awarded to fifty-five persons: forty-six certificates in literary braille transcribing, two in braille mathematics transcribing, two in braille music transcribing, and five in braille proofreading.

BRAILLE TRANSCRIBERS

Alabama
Julia Reed Abner, Talladega

Arizona
Suzanne M. Birnberg, Scottsdale
Iris M. Siek, Sierra Vista

Arkansas
Bobby Joe Bush, Wrightsville
Roy A. Gross, Wrightsville
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Special book produced in print/braille

The Cleveland regional library recently sent the following account of their production of a special print/braille book:

The Cleveland Regional Library for the Blind and Physically Handicapped is housed in the Cleveland Public Library, which maintains a Children's Literature Department. One day in passing, the head of that department brought to the staff of the regional library's attention *The Very Busy Spider*, a recent book by Eric Carle, with the comment, "although the book was not designed for the blind child, no commercially published book is as well suited for them as this one." Upon examining and feeling the illustrations, the staff quite agreed.

The story opens with a spider beginning to spin a web. The spider, a fly, and the beginnings of a web are illustrated with raised paint that invites the reader, young or old, to touch it. As the spider goes about her job of making herself a web, she encounters friendly barnyard animals who unsuccessfully try to entice her into other activities; she is adamant about spinning her web! Each page brings another dimension to the web until it is completed in its intricate majesty and the spider traps the fly.

The library decided to add still another dimension to the story in the form of braille. The Cleveland Society for the Blind, which transcribes local publications, quickly copied the text onto transparent plastic sheets that were attached over the printed pages. When the finished product was shown to sighted non-braille readers, they could not resist running their fingers over the braille as well as the illustrations.

The library also reported that the book created publicity for its services when columnist Mary Strassmeyer mentioned it in her Sunday column of the *Cleveland Plain Dealer*.

Other libraries are encouraged to send articles about special volunteer projects to *Update*, Freddie Peaco, National Library Service for the Blind and Physically Handicapped, Library of Congress, Washington, DC 20542.

Profiles

Carl W. Lappin, textbook consultant at American Printing House for the Blind, who died recently.

While attending a regional meeting of the National Braille Association, **Carl W. Lappin** died suddenly on May 7, 1986, in Raleigh, North Carolina. Mr. Lappin was textbook consultant and director of the *Central Catalog of Textbooks for the Visually Impaired* at the **American Printing House for the Blind** (APH) in Louisville, Kentucky. He joined the staff at APH in 1963 and worked closely with textbook publishers, teachers, volunteer transcribers, and other professionals throughout the nation concerned with the education of blind students.

Mr. Lappin brought to APH a broad background of experience in education. He had been a teacher on both the elementary and secondary levels, as well as a supervisor and principal in various school systems in Tennessee, Georgia, North Carolina, and in Libya.

His professional affiliations included the National Braille Association where he had served as a past member of the board of directors, California Transcribers and Educators of

Profiles

the Visually Impaired, Association for Education and Rehabilitation of the Blind and Visually Impaired, and the Publishers Association of the South.

The Publications Committee of APH has established the Carl Lappin Central Catalog Fund in his memory. The *Central Catalog* is a data base listing more than 100,000 titles of textbooks produced in braille, recorded form, and in large print available from sources throughout the United States as a resource for visually impaired students. The funds will be used in support of the *Central Catalog*. Tax deductible contributions may be sent to The American Printing House for the Blind, P.O. Box 6085, Louisville, KY 40206.

The Hawaii regional library celebrated National Volunteer Week early this year for a special reason. The library volunteers were honored by both houses of the Hawaii state legislature at their regular sessions. On March 18, 1986, the House of Representatives honored the volunteers with a certificate signed by each of the representatives and on March 20, 1986, the Senate honored the volunteers in the same way. Five specially honored volunteers were invited to sit in the well of both chambers and were personally thanked for their services by the legislators. The rest of the volunteers sat in the gallery and were recognized by the sponsoring legislators. Each volunteer was given an orchid lei to celebrate the occasion.

Linda Thorington, Volunteer of the Year at the Alabama regional library, with (from left) Richard Grant, volunteer coordinator; Anthony Miele, Alabama Public Library Service director; and Helen E. Bivins, regional librarian.

Robert G. Levy was named recipient of the Francis Joseph Campbell Award for 1985 at the annual conference of the American Library Association in New York on Monday, June 30, 1986. This award is presented each year by the Library for the Blind and Physically Handicapped Forum of the Association of Specialized and Cooperative Library Agencies (ASCLA), a division of the American Library Association. It is presented to a person who has made an outstanding contribution to the advancement of library service to blind and physically handicapped persons.

Mr. Levy, a resident of Houston, Texas, was recognized for his leadership in founding **Houston Taping for the Blind** and the subsequent services rendered by that organization. He has held several offices in the organization including that of president and is now a permanent member of the board of directors.

Linda D. Thorington of Montgomery, Alabama, was named Volunteer of the Year by the **Alabama regional library,** a division of the Alabama Public Library Service. She received the honor at the regional library's annual volunteer recognition banquet held December 9, 1985, in Montgomery. Anthony W. Miele, director of the Alabama Public Library Service, and Hulen E. Bivins, head of the regional library, and Richard Grant, volunteer coordinator, participated in the recognition ceremony.

Linda received a plaque for donating more than 150 volunteer hours during 1985 as a studio reviewer. She has been a volunteer for the library for more than two years.

Braille books listed in new registry

Ever get a request to transcribe a book into braille, perhaps a book such as "Eat and Stay Slim," and feel that someone somewhere must have already transcribed it? Now transcribers can easily find out if a book has been done by using the free General Interest Registry service being provided by Naperville Area Transcribing for the Blind (NATB).

Here is how it works. NATB is requesting all depositories to submit lists of their available general interest braille materials such as cookbooks, craft instructions, games, hobby materials, music, poetry, biography, and fiction. A filing system has been set up using an Apple II+ computer and an Epson MX-80 printer. An entry is made for each title as follows: title, subject, author, publisher, copyright date, volumes, depository, and comments.

The registry lists titles and updates them as new information is provided. Searches can be done by subject, author, and title. The registry will not, however, arrange to have titles brailled, verify quality of transcriptions, or provide complete catalogs.

To search a title, the transcriber writes to the registry, giving as much information as possible (title, author, publisher, copyright date). The registry will then mail the listing or information that no listing exists in the file, in which case the request will be kept for at least 60 days. A stamped, self-addressed envelope to defray postage should be enclosed. Searches will not be made while the caller waits, but calls will be returned promptly, at the caller's expense.

To make this service work, lists of braille transcribed titles and requests must be submitted from transcribers. The registry currently has approximately one thousand entries.

The purpose of this service is to give transcribers more time to do new braille materials, rather than spending countless volunteer hours duplicating work that has already been done. It is sincerely hoped that transcribers will support this effort by sending lists of available materials and checking with the registry before beginning new transcriptions. Publicizing this service to braille readers would also be of invaluable assistance.

Please contact Gloria Buntrock at NATB at 670 North Eagle Street, Naperville, IL 60540 for any further information or call (312) 420-1863.

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The Library of Congress

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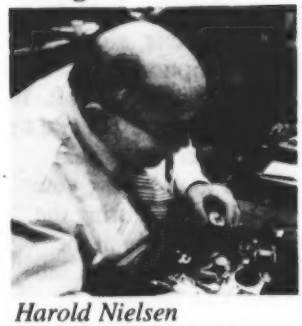
U. S. GOVT. PUBS. DEPOSITORY 326

Volunteers meet quality standards

Just as NLS specifications ensure the quality of books it produces, Technical Standard #3 ensures the quality of books recorded by volunteers. The national standard for books produced by volunteers is only a few years old and its development is intertwined with the history of talking books. A review of how it came about will help explain the NLS Quality Assurance Program.

Fixing the machine



Harold Nielsen
[See Story, pages 4–5.]

Before 1969, NLS produced recorded books on hard disc (records) for the network. During the 1950s and 1960s a number of volunteer groups were established to record materials on open-reel tape. Then, in 1969, NLS began investigating the production of books in cassette format. When NLS began producing books in this format in the late 1960s, two things became apparent immediately. First, network libraries with tape duplication equipment could reproduce cassettes, as needed, to replace damaged or lost cassettes. Second, the material on open-reel tape could very easily be transferred to cassette format, which is easier for patrons to use than the open-reel format. With this new ease of production, the number of books produced by volunteer groups at network libraries grew also, as did the number of volunteers.

About this time, both NLS and network librarians realized the need for minimum quality standards for volunteer-produced recorded material—standards that would help patrons get well-narrated materials that accurately represented the printed publication, free of any embellishments or alterations. These concerns were addressed formally in the ALA *Standards of Service for the Library of Congress Network of Libraries for the Blind and Physically Handicapped, 1979.* Out of these concerns came the NLS Quality Assurance Program, housed at the Multistate Center for the Midlands/South in Cincinnati, Ohio, and the NLS Technical Standard #3 "Recording of Books and Magazines for Tape Mastering. . . December 1983." This standard is the basis upon which the QA Program judges volunteer-produced material. (Please see article on "Open-reel or cassette masters?" also in this issue.)

What do the QA Program and the technical standards mean for volunteer recording groups and for the ultimate consumer, the reader? For the reader they mean access to more books and magazines that are well-recorded according to high national standards. NLS produces 1,425 book titles on recorded cassette, 110 titles on flexible disc, 275 on rigid disc, and 41 magazines on disc each year. These selections are chosen from among the more than 40,000 books and 100,000 magazines published in print each year. Volunteer groups help meet reader needs by recording books and magazines of regional or local interest that cannot be produced by NLS. Materials accepted by the QA Program are provided to network libraries on request; they are stored at Multistate Centers and bibliographic information about the books is added to the microfiche NLS union catalog that alerts network libraries to the availability of new book titles. (Magazine titles, however, are not added to the microfiche.)

Readers are frequently interested in books and magazines about other regions of the country. When volunteer groups have their recorded material accepted by the QA Program, it is available throughout the network. Readers can be assured that when a copy of a QA-approved book or magazine is received it will be of good quality.

Individual volunteers invest a great deal of time, effort, and soul in the production of material. When that material is approved by the Quality Assurance Program, those volunteers know that their material is available throughout the country. Each piece of QA-approved material means more high-quality reading, which is, after all, the reason for volunteer recording.

LC 19.13/2:

Braille student, instructor dialog

Literary braille tips

Many questions are received by the Braille Development Section about items in the instruction manual for the literary braille course and related areas. In addition, as a result of evaluating many lessons and trial manuscripts, the section's instructors note repeated problems by students.

Following is a modified student-instructor dialogue, i.e., a question-and-answer dialogue on various topics dealing with the trial manuscript and lessons. Any citations mentioned refer to the third edition of *Instruction Manual for Braille Transcribing*, 1984.

The Manuscript

Q. What is the best way to send my manuscript? Should I use one of the black boxes for braille if it is available?
A. It is better to use ordinary packaging materials: a good brown wrapping paper and cardboard to protect the braille. Because they usually contain braille books, the black boxes may be misdirected. Since the outside wrapper (with your address on it) might be thrown away, it's best to enclose your application with the manuscript itself so we know from whom it comes. When packed, address the package clearly to the Braille Development Section.

Q. Should I send the package by any special means?
A. You may register it if you wish. If you decide to insure the contents, remember that only the value of the physical contents will be reimbursed—the braille paper and the print copy—not your labor.

Q. Should I enclose the print copy that I used for the manuscript?
A. It is advisable to enclose at least that portion of the print book or periodical you copied from. Make a copy of those pages. Without a print copy the instructor may interpret a word, punctuation, spelling, etc. as incorrect and deduct points. With the print copy in hand, an instructor rarely deducts points if the student copied the print faithfully.

Q. Must I use the recommended dictionary, *Webster's New World Dictionary*, 2nd college edition?
A. It is advisable to do so. If you use another recognized dictionary, please let us know. Often we consult two or more dictionaries when a particular spelling is questionable.

Q. Can my teacher help me with the trial manuscript?
A. The preparation of the trial manuscript is analogous to taking a final examination in high school or college. In those cases the student has no help. Ideally, this is the way to look at the trial manuscript. If the student is having difficulty, the teacher should help the student *find* the answer but should not *give* the answer. In certain instances and at the first attempt on the manuscript, the teacher might review about five braille pages and let the student know if she or he is making progress or if further study and practice are necessary.

Q. How many chances do I have to submit an acceptable trial manuscript?
A. Three. We recommend that you submit your second and, if necessary, your third manuscript as soon as practicable after receiving our report on the transcription; you will remember the rules better than if you wait. If you fail after the third attempt, we ask you to withdraw from the course and wait a year before trying again. Write to us giving your experience and accomplishments during the year and request permission to submit the manuscript again. While we are on this subject, we should state that two submissions of transcribing exercises and three submissions of proofreading exercises are permitted.

Title Page and Preliminary Pages

Q. If I am transcribing an article from a periodical, what information about the periodical should I include?
A. Be economical about it; give no more information than needed. Rather than: "Condensed from *Reader's Digest Condensed Books,*" the transcriber should say: "From *Reader's Digest Condensed Books,*" followed by the date. If the article is from another periodical and is not condensed, then say: "From (name of periodical)."

Q. Should I include only the name of the city where the book is published?
A. According to Section 18.10 of the manual, only the principal city of the publisher should

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be transcribed. (The best reason for this is that publishers congregate in certain widely known cities, such as New York, London, Boston, Toronto. As a practical matter, however, when a publisher is located in a city whose location may be in question (Columbus, for example), then include the state or province. Examples: Newark, New Jersey or Delaware; London, Ontario.

Q. If the copyright holder is an organization other than the publisher, should I indicate the copyright holder on the title page, or should I assume that it is part of the publisher's organization?
A. It is better to assume that it is a separate organization; the student is not expected to know publisher affiliations. When brailling the information, remember that the word "Copyright" plus the date are on one line and the name of the copyright holder is on the next line, preceded by the word "By" contracted before the name.

Q. If the information to be brailled on my title page is limited, where should I leave an extra blank line?
A. The manual says, on page 121 in Section 18.10, that after leaving a blank line before the volume information, the transcriber can leave two blank lines where there is currently one blank line. We recommend that the first place for leaving two blank lines is before the transcriber information; the second place, before the Library of Congress information; and the third place (if it becomes necessary), before the publisher information. We recommend against leaving two blank lines between book title and the "By" preceding the author line.

Q. Must I transcribe preliminary pages from the print book?
A. We have not required this for the trial manuscript, although valuable experience is gained by it. When transcribing a book for your local group or school, you should transcribe everything required, including preliminary pages.

Q. If there is special information to communicate to the braille reader, should I use a transcriber's notes page?
A. Yes, but with two cautions. First, the material selected for the trial manuscript should not be so complicated as to require such a notes page. Second, such a page should not be used to fill up the thirty-five page quota. (This is the same caution as telling the student not to prepare a braille contents page if there is none in the print copy.)

Q. Is there any special format for a notes page?
A. No, not for literary brailling. "Notes" is a preliminary page, and since it represents separate material, it should begin a new page. The running head must be used, as well as a Roman numeral page number, and a blank line should be skipped between the running head and the beginning of the note or notes. With this kind of page, the notes should be arranged in regular paragraph form, and not in a special indentation as with a transcriber's note in the middle of the text.

See the next issue of Update *for more tips about the manuscript.*

"Paul Bunyans" cited in Colorado

The volunteer coordinator at the Colorado Library for the Blind and Physically Handicapped (LB/PH), Lois Cross, continues to use her imagination in expressing appreciation to the library volunteers each year. The recognition event for 1986 was a dinner sponsored by the friends of the library using the theme "Recognizing the Paul Bunyans of the Colorado LB/PH." It was held on Monday, May 5, at the North Woods Inn Restaurant in Denver. In keeping with the theme, the restaurant is housed in a large log building and furnished in a rustic decor. About 180 volunteers dressed in lumberjack style and their guests attended the dinner.

The volunteers presented a melodrama, "Saw Off at the LB/PH Corral," which was written by Lois Cross. The melodrama highlighted each of the service categories performed by volunteers. Barbara Goral, library supervisor, and Harry Goldschlag, a library patron, expressed their appreciation to the volunteers for their services. As a memento each volunteer received a gold-colored pine cone with a sprig of evergreen attached to a sign that read "LB/PH volunteers are like pine cones, beautiful and productive, 1986."

Open-reel or cassettes for original masters?

Although NLS Technical Standard #3 requires that master recordings be made on open-reel equipment, there are situations in which recordings are sometimes made by other methods. Because open-reel equipment is expensive, recording groups sometimes question the reason for this requirement.

The requirement was set up because open-reel masters offer the most reliable method of production for making original master recordings. A reasonable exception to Technical Standard #3 occurs when material is being recorded solely for one person. In that case, the master will become the copy, because it will be sent directly to the reader. In many instances, for example for students and researchers, obtaining information quickly is more important to the requester than the overall quality of narration and the technical aspect of the recording.

To determine whether to record on cassette rather than open-reel, a recording group should consider whether copies are needed, how many must be made, how long those copies will be in circulation, the quality needed, and whether this recording is to be shared with readers in other sections of the country. When material is recorded with the intent of making multiple copies for all eligible requesters, mastering onto cassette is not acceptable. In that case, studio-grade open-reel equipment must be used to make a master recording, and the narrator must be monitored during the recording session. Recording groups risk wasting time and talent by using the cassette format for mastering materials of lasting duration and wide appeal. Good use of recording group talent as well as quality of production should be considered when decisions are made about how to record materials.

photos by John E. Kimpel

Kevin Watson (left), staff technician at the State Library of Ohio, gives Wayne Kurtz and Gene Kolb some pointers on repairing a cassette deck at the Wisconsin regional library workshop.

Telephone Pioneers sharpen repair skills

Driven by a strong desire to clear up a back log of 1300 cassette players in need of repair, members of the Wisconsin Telephone Pioneers Chapter Number 4 met on April 29 for a one-day, hands-on repair seminar. The seminar was held at the Wisconsin regional library in Milwaukee, and the thirty-five pioneers who attended included all the Chapter Number 4 councils in the state and one pioneer from an independent Telephone Pioneer association, General Telephone Company in Plymouth, Wisconsin.

The seminar was conducted by Kevin Watson, a staff technician at the State Library in Ohio. The purpose of the workshop was to sharpen and upgrade skills needed to repair talking book machines and to recruit more pioneers for the repair program. Jim Seaton was seminar coordinator. He was assisted by Lyal Lauersdorf, talking book machine repair coordinator for the state. Since the seminar, eight pioneers have been recruited.

Mr. Seaton said the workshop was a success and emphasized that they are still looking for more pioneers.

photos by John E. Kimpel

Telephone Pioneers Bob Nelson and Ed Binash (left and right foreground) get ready to open their cassette machines as Harold Nielsen (far left) and Marv Bohlman look over a motor and deck in the one-day workshop held in April.

Lyal Lauersdorf is a past Midlands' Conference representative to the National Library Service for the Blind and Physically Handicapped Ad Hoc Audio Equipment Advisory Committee. Jim Seaton is currently representing the Midlands Conference on the committee.

Chapter Number 4 of the Telephone Pioneers has participated in the talking book repair program since it began twenty-five years ago. In 1985, chapter members repaired more than 1500 machines—both talking-book phonographs and cassette players. They also provide in-home repair service for patrons.

The chapter also sells talking book recognition pins. The pin, designed by Lyal Lauersdorf, is a miniature model of the talking book machine with the pioneer emblem. Anyone interested in more information about these pins should contact Mr. Lauersdorf at 733 North Van Buren Street, Milwaukee, WI 53202 or call (414) 678-4015.

"Come on Down" video released to network

The National Library Service for the Blind and Physically Handicapped (NLS) has just completed another in its series of videotapes for network libraries. The new tape, "Come on Down to the Library," is designed to recruit volunteers to work in network libraries.

It was produced using volunteers who were filmed performing various tasks in three libraries—a regional in North Carolina and a regional and subregional in Virginia. Brochures on volunteering in network libraries will also be available, as well as a manual on volunteer coordination.

A copy of the tape is going to every network library. A limited number of copies are available on loan from NLS in the VHS, Beta, and 3/4-inch U-Matic formats.

The North Carolina regional library will hold a Volunteer Recognition/Video Gala on November 20, 1986, to celebrate this new recruiting tool. Those volunteers who participated in the filming of the video will be acknowledged, and awards will be presented to volunteers for each service category.

To borrow the videotape, contact the Equipment and Materials Maintenance Officer, National Library Service for the Blind and Physically Handicapped.

Reminder signs: some points to remember

NOTE: From time to time, instructive articles on braille music transcribing will appear in this newsletter.

Signs which are restated as reminders that they are still in effect can be helpful in reading and memorizing braille music. Often, however, these reminder signs are misused or omitted from braille music transcriptions. This article contains some points and techniques for music braillists to remember when using four signs and devices as reminders: key and time signatures, accidentals, ties, and doublings.

Key and Time Signatures

Where these signatures change, the new signature(s) should be brailled at the end of the line or parallel, if room exists, and shown again as a reminder at the beginning of the next line or parallel. Within a parallel, signatures should be aligned in all parts for easy location.

Accidentals

In keyboard music, accidentals are restated in carry-over parallels but not in run-over lines. In vocal and single-line instrumental music, however, reminder accidentals are used in run-over lines.

In divided measures containing numerous accidentals, keeping track of which accidentals must be restated can be difficult. Consequently, reminder accidentals are often omitted. To solve this problem, the following procedure is recommended:

1) As the first parallel is transcribed, make a list of the pitches modified by accidentals in that parallel. (These pitches might be listed on a staff or indicated by their octave and note name. Remember, however, that the same note name may be modified by accidentals at different octaves. Therefore, each octave must be listed and considered separately.) As carry-over parallels are brailled, add to this "master" list any new pitches modified by accidentals and braille them. Delete from this list any pitches whose accidentals are cancelled or otherwise changed.

2) As each carry-over parallel is transcribed, keep a separate sublist of the pitches modified by accidentals in the carry-over parallel.

3) When brailling each carry-over parallel, check each pitch brailled against the master list and against the sublist for that parallel. If any pitch appears on the master list but not on the sublist, use the correct reminder accidental before that pitch. Then, add that pitch to that parallel's sublist to show that a reminder accidental has been used. If any pitch to be brailled appears on both the master list and on the sublist of that parallel, transcribe the pitch without a reminder accidental, since a reminder was already used for that pitch in that parallel. (The above procedure may also be used in single-line music.)

Ties

Ties are used as reminder signs but slurs are not. Ties, however, should not be used as reminders in run-over lines, except in single-line instrumental music when a run-over line begins a new braille page.

In addition to using ties as reminders where they are prescribed in the braille music code, they can also be used helpfully where a note(s) is tied between in-accord parts, even if the in-accords are in the same braille line.

If a note is brailled in its normal form in one line or parallel and represented as an interval in another line or parallel, using a reminder tie is inadvisable. Such a tie could confuse or even misrepresent the text.

Doublings

Doublings should be restated following a braille page change but not at a print page change. Doubled signs need not be terminated (brailled once) before being restated. Because the doubling continues, ending it and then beginning it again is not only unnecessary but also misleading to the reader. To use any doubling as a reminder, simply braille the sign twice at the appropriate point. End the doubling where there are no more consecutive instances of the sign.

Summary

Deciding where to use reminder signs must usually be done during actual transcription. Therefore, while good preparation is important for correct use of reminder signs, the braillist should also remain alert during transcription. When proofreading, watch carefully for instances where reminders may have been omitted. The work required to include reminder signs will pay dividends in time and accuracy for the reader.

Update

Volunteers master new skills

During June, July, and August 1986, certificates of proficiency in braille transcribing were awarded to forty-five persons. Of these, forty-two certificates were awarded in literary braille transcribing and three in braille mathematics transcribing.

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Update

Profiles

Mary Jo Catlett, an actress from Denver best known for her role as the housekeeper in "Different Strokes," has read two books for the **Colorado regional library** and is scheduled to narrate others. Ms. Catlett's father is a patron of the regional library, and while on a trip to the library with him she stopped by the volunteer office to inquire about volunteering. According to Ms. Catlett, she finds narrating both gratifying and relaxing.

On Sunday May 4, the **Massachusetts Association for the Blind** (MAB) in Brookline honored its volunteers at an afternoon reception. During the reception the braille transcribers, tape narrators, and one-on-one community volunteers were presented with vanity license plates for their automobiles. The plates read "Volunteer, Massachusetts Association for the Blind." The word "volunteer" appears in print and in simulated braille.

Similar volunteer celebrations were held during the spring at MAB's Worcester, Springfield, and Leominster offices. The agency has more than 700 active volunteers.

National Library Service
for the Blind and
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